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ABSTRACT

In an effort to improve the long-term transfer and retention of ethnically diverse students in education, Southwestern College (SWC) embarked on a cooperative project with San Diego State University (SDSU) and the University of California, San Diego UCSD), to address the needs of ethnically diverse students who express the goal of becoming teachers. The first workshop of the project sought to ascertain the academic and support needs of these students and discussed responses to questionnaires sent to six former SWC students who had successfully transferred to SDSU or UCSD, addressing the level of preparation at area high schools, support services at SWC, and the effects of racism on student achievement. This workshop and a second also focused on course sequencing and basic content standards for education majors, highlighting the importance of adequate mathematics and linguistics sequences at SWC and more rigor in critical thinking, writing, and library research skills for future success at the four-year institution. A third session focused on improving support services at the three institutions. Recommendations included further research on the adequacy of placement tests for low-scoring students and that the writing component of placement and entry exams be reintroduced. The questionnaire for former students and information on the UCSD education program, SWC support services, the SWC/UCSD transfer guarantee, and a suggested academic preparation program are appended. (KP)

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IMPROVING THE SUCCESS OF ETHNICALLY DIVERSE EDUCATION MAJORS IN PREPARATION FOR TRANSFER AND A CAREER IN TEACHING

A Project Report

to

The State Chancellor's Office

Joint Faculty Project No. 92-0474

Southwestern Community College, San Diego State University, and University of California, San Diego

by

Maryellene Deason, Project Director

and

Barbara Gelsomini, Project Coordinator

Funded by California Community Colleges,
Transfer and General Education Division

December 10, 1993

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FINAL REPORT

SOUTHWESTERN COLLEGE

IMPROVING THE SUCCESS OF ETHNICALLY DIVERSE EDUCATION MAJORS IN PREPARATION FOR TRANSFER AND A CAREER IN TEACHING

SOUTHWESTERN COLLEGE

IMPROVING THE SUCCESS OF ETHNICALLY DIVERSE EDUCATION MAJORS IN PREPARATION FOR TRANSFER AND A CAREER IN TEACHING

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I. INTRODUCTION

In order to improve the long-term transfer and retention success of Southwestern College students in Education, representative faculty and staff from Southwestern College (SWC), San Diego State University (SDSU), and the University of California, San Diego (UCSD), embarked on this grant project to address the needs of SWC's ethnically diverse students who express the goal of becoming teachers.

There is a need to encourage and motivate these students in light of the 1989 American Association of Colleges for Teacher Education findings which formally identified the severe shortage of ethnically diverse teachers in the United States today.

In agreement with this research, all participating faculty and staff affirmed the need for more ethnically diverse teachers for the following reasons:

(1) the growing number of ethnically diverse students need role models to help them learn more effectively and develop a clear image of what they can be; (2) ethnically diverse teachers bring with them an inherent understanding of the backgrounds, attitudes and experiences of diverse students, and can therefore help majority teachers understand and communicate better with these students; and (3) a teaching force that reflects the community at large can foster greater cross cultural understanding and awareness.

This shortage of ethnically diverse teachers is further corroborated by the California legislative mandate concerning the

hiring of more diverse teachers and staff in the California Community College system. AB 1725 set the goal that, by the year 2005, the California Community College system's work force will reflect proportionately the adult population of the state. The Chancellor's Office projects that the State's population will grow by about 6 million during the 1990's, that non-Anglos will be the majority of Californians by the turn of the century, and that 4 out of 5 new Californians will be Asian or Hispanic (Chancellor's Office, 1992). The question that arises is, will California's educational system be able to produce the numbers of ethnically diverse teachers needed for the state to achieve these goals?

Increasing the proportion of ethnically diverse faculty and staff is a local goal as well. In 1971, the Southwestern College Governing Board set the goal that both certificated and classified staff of the College be representative of the ethnic proportions of the College District (currently 58% minority). Although ethnically diverse students often enter a community college planning to become teachers, their long-term progress has not been successful. The experiences of Southwestern College are illustrative: A large and growing number of ethnically diverse students at Southwestern College (SWC) declare Education as a major. Almost 600 students declared Education as their major in Fall, 1992; 73% of these Education majors are ethnically diverse students, and over 50% are Hispanic. However, under-represented, ethnically diverse students who declare a major in Education and indicate that they plan to transfer often do not complete the requirements for transfer to a

four-year college (only 5 SWC students in Education transferred to CSU in 1989). If they do transfer, their grade point average tends to drop, and they often do not graduate.

The ethnically diverse students who do complete their Bachelor's Degree often fail to pass the CBEST licensing exam for teaching. The California Commission on Teacher Credentialing reported that, in 1990-91, 81% of the Anglo students taking the CBEST exam passed on their first attempt. However, only 53% of Mexican-American, 46% of other Hispanic, 39% of African American and 61% of Asian students passed the CBEST licensing exam on their first attempt.

Based on a continuing, active concern regarding the implications of the aforementioned data, Southwestern College, in collaboration with SDSU, and UCSD, initiated and coordinated this Joint Faculty Project. The project addressed part of the sixth area, and the seventh areas of need in the 1992-93 Joint CCC/CSU/UC Project. The portion of the sixth area this project focused upon was the coordination of curriculum for transfer students from a Community College to UC or CSU. The seventh focus area is standardized integration of courses in efficient progress towards graduation.

In addition the project will place a special emphasis on the role of support services in the successful transfer and retention of SWC students. All faculty and staff involved agreed that student services, including outreach, orientation, assessment, counseling, financial assistance and transfer assistance, can make

a great difference in the success of the ethnically diverse students pursuing postsecondary education. In a series of studies funded by the Ford Foundation and the US Department of Education, Richardson & Bender (1987) made site visits to community colleges and universities across the United States, and conducted a survey of diverse students who transferred from a community college to a four-year institution. They found that student support service programs at four-year universities tend to be more fragmented than at the community college level. They concluded from their student survey that when transferring to a four-year institution, "most students were required to negotiate the transfer process without much assistance other than what they could obtain from routinely available publications, or offices serving the general public" (p.146). The results of the Joint Faculty Project found grounds for revision of the Richardson & Bender's 1987 statement.

II. STUDENT NEEDS

In order to more clearly ascertain the academic and support needs of those ethnically diverse students transferring from Southwestern College (SWC) to a four-year institution, the first workshop of the project included feedback from six former students who had successfully transferred to San Diego State University (SDSU), or to the University of California, San Diego (UCSD). To facilitate the feedback process the students were provided with a questionnaire prior to coming to the workshop (See Appendix A). The following summary of needs will address the students' answers to the questions in the order in which they appear on the questionnaire.

The first question regarding the adequacy of high school preparation for college or university studies was included because it was felt that understanding the transfer and retention success or failure of students could not be sufficiently assessed solely through the two-year community college experience.

In answer to the question regarding the quality of high school preparation for transfer to college or university the students felt that the high schools provided a poor academic foundation for reading, writing, critical thinking, and math skills. The students for whom English was a second language found themselves in academic difficulty beginning in grade school unless their primary education was done in Mexico. The struggle began at whatever point cultural transplant took place. Remedial assistance was a continuing need

that was not always met in high school and carried over to the community college or four-year institutions. For students who went through high school in Mexico the greatest emphasis was placed on science rather than reading, writing, or mathematics.

At the general support level the students felt that the high schools did not motivate students to seek entrance into a college or university as a goal. They stated that "school counselors functioned more as disciplinarians rather than academic guides." They also suggested that these counselors have better training in academic advising since those self-motivated students who inquired about college and university requirements received misinformation or information that was out-of-date. In addition, at the familial level, young women from Mexico are frequently discouraged from seeking college or university aspirations which are viewed as counterproductive to women's true social role. Young women frequently find that they have less time to attend to their academic needs both in high school and college since they are also expected to assume the role of baby sitter for their younger brothers or sisters.

In answer to the second, third, and fourth questions having to do with the strengths, weaknesses, and support services experienced at Southwestern College, the students focused predominantly on support services. They felt that the academic preparation was adequate but suggested that more reading, writing, and homework needed to be required in order to more realistically prepare them for what would be expected of them in upper division courses. In

addition, students stated that they would have liked to have had more opportunities to observe or participate in programs that would prepare them for teaching or even some actual education classes along with their general education courses.

With regard to support services, the students stated that far too much emphasis was placed on transfer to San Diego State University by faculty and counselors. The result was that when questions were asked about requirements for other transfer institutions, answers were slow in coming and/or inadequate. The students also emphasized a need for peer counseling, academic counseling (in particular, earlier information regarding transfer requirements for education majors), and a broader scope regarding economic transfer prospects (grants, financial aid, better connections with counselors, peers at the transfer institution). The students felt strongly about the need for more extensive counseling which would include more in-depth orientation sessions at each transition point (high school to SWC, SWC to transfer institution) which would include parents in order to create better understanding and support for the students' aspirations. Another aspect of this more in-depth counseling should also include encouraging students to be more self-reliant, and "learn to be responsible for everything and follow through. Read and follow directions. *You, not the college*, are responsible", as one student put it. Another student suggested that faculty and staff at SWC encourage and build the student's confidence as they become ready to move on in order to help them "let go" of the SWC experience

which was described as more student oriented than the four-year institutions.

Finally, the students voiced the concern that racism, whether perceived or actual, was a problem at all of the institutions, and seemed to have been encountered primarily, but not exclusively, from support staff. It was the students' belief that SWC student organizations like *Puente* and *Imani* provided a comfort zone for the diverse students, as well as providing the first steps toward integration. They also suggested that seeing SWC peers at the transfer institution was both comforting and encouraging. They suggested that the college and universities work together to provide transferring in cohort groups when possible and; that the transfer institution enlist the aid of peers from SWC to counsel new SWC students at or before entry level.

The answers to questions five through ten regarding the actual transfer experience resulted in the following student responses. Students who transferred to SDSU felt that the initial contact (orientation) program lacked depth regarding financial aid/grant information, major information, peer contact, what to do when one cannot get needed classes, and cultural support. Individual student counseling was given high praise by one of the students attending SDSU. The students from UCSD also stated that the lack of information clarity at the initial transfer point forced them to become more self-reliant. These students felt that the UCSD OASIS program was helpful (See Appendix B).

In general, the students said that both transfer institutions

(SDSU, UCSD) should provide peer counseling (preferably from former SWC students), academic skills classes, and opportunities for personal support and information as to how to become involved in campus life. There also needs to be more opportunities for collaborative learning in the classroom, as well as more ethnic studies and cultural experiences. Specifically, student participation in UCSD's TEP 121 program was viewed most positively (See Appendix C). Most of the students felt that involvement in direct teaching experiences was wisely put off by both universities until at least the sophomore year (some students transfer as sophomores, others as juniors) which allowed them to work on adjusting to transfer and new academic demands. Those students who could do so, volunteered for other types of teaching exposure (e.g., tutoring, observing as a teacher's assistant, the GATE program) on their own before transferring.

III. COURSE SEQUENCING AND CONTENT STANDARDS

The second half of the first session and the entire second session focussed on course sequencing and a tentative approach to basic content standards.

Course Sequencing

The topic of course sequencing led to several conclusions primarily based on the student's feedback described in Section I. Student Needs. For example: students need to know which general education courses are accepted for an education major before transferring to each institution. Students also expressed concern over the recommended sequencing for mathematics courses.

Increased use of the Transfer Admission Guarantee Program (TAG) for general education and guaranteed transfer to UCSD is strongly urged by the faculty (See Appendix E). Increased use of this general education plan is strongly encouraged by all faculty. While it is readily available students must learn to take advantage of this and other opportunities. This notion of responsibility was addressed by the students themselves (page 7).

Building on the student concerns, regarding the inadequacy of high school math preparation, all faculty strongly supported the idea of SWC's agreement that all students take two years of high school algebra and one year of high school geometry in order to become less math phobic. As in the case of the availability and use of the TAG Program one cannot assume that this recommendation will be taken seriously by all students. Therefore, faculty

further recommended a non-transferrable pre-requisite independent math study course be established for those students who do not have the two years of high school algebra and one year high school geometry. Furthermore, math faculty, in agreement with the student panelists, recommended taking the CBEST soon after taking SWC's Math 110 and 111 by those students who have entered their major work.

Sequencing issues in terms of languages offered through SWC's Communication Division emerged as a result of the students' poor performance and/or failure in linguistics courses. The faculty, particularly those from the four-year institution, expressed the need for reestablishing the language pre-requisite at the two-year or entry level point for students in order to adjudicate the poor performance mentioned at the upper division level.

Content Standards

Once again, based on student input, the faculty concentrated and agreed upon basic issues of content standards that should be established across the curriculum.

The most prominent issue among students seems to have been the need for more rigor in critical thinking, writing, and library research skills. Faculty agreed that the majority of the lower division community college students lack good argument skills, ability to recognize that they are responsible as thinkers, not only for their opinions, but also for the claims those opinions imply. In order to more rigorously address these weaknesses, faculty agreed that there must be multiple writing opportunities

(essays, analysis, term papers) across the curriculum which include entertaining multiple and differing points of view and which require library research.

Faculty further agreed upon the need to multiculturalize course content across the curriculum where it is reasonable to do so. Through the use of culturally integrated materials students are given greater ownership of course content which acts to motivate them toward greater success.

In addition, math faculty strongly encouraged the development of the non-transferrable, independent math study course mentioned previously (pages 10-11). Enabling students to enter this self paced course to study those topics in which they are deficient would act as an automatic upgrade in math performance.

Since the new SAT will include critical thinking questions in the math section as well as writing and enhanced multiple choice, math faculty strongly urged the investigation of a summer program assessment project to address these issues.

IV. SUPPORT SERVICES

The third session was focused solely on the strengths and weaknesses of support services as articulated by the student panelists during the first workshop. All faculty determined that current successful support services were peer and individual counseling, UCSD's OASIS program, and specifically, Extended Opportunities Program and Services (EOPS) as regards financial aid, and culture specific student organizations at SWC (See Appendices B and D).

Based upon the fact that so few support services were mentioned as positive assets in the student transfer process and given the number available at all three institutions, project participants concluded the following.

Unlike the Richardson & Bender 1987 finding, this project disclosed that, to a large extent students implied that many of the support services were not readily utilized at any of the three institutions because of the overwhelming nature of the transition from high school to college, or entry after a long absence from education. The end result was that students found themselves (many of whom are first generation college students) attempting to make social/cultural changes and at the same time handle an information overload. To avoid this faculty agreed that materials given to students must be better timed and more succinct. To this end SWC is currently piloting a personal development class (PD-101), equal to one unit, for high school seniors. This gives the high school

student an initial look at the community college experience and prepares them for a linkage to the support services available at SWC.

Faculty and student participants also recommended better packaging and promotion of existing student resources at all three institutions which are more synthesized and manageable. They also suggested better marketing of SWC's Transfer Center services which already includes individual counseling by counselors from the four-year colleges.

While students and faculty voiced a common desire for the development of much needed tutoring programs, and on site math specialists, as of September, 1993, the tutoring budget has been cut by 50%, and the general depletion of education resources across all campuses make these two items unlikely candidates for further development.

Of equal concern at SWC, is the need to develop a teacher mentor program but lacking funds students may be referred to the already established SDSU Teacher Mentor Program prior to transferring. (See Appendix F)

In response to the students' need for parental involvement and communication with their campus lives, SWC is presently exploring a potential pilot program called the Freshman Experience which is intended to fulfill this need; as well as the need for students to become more self-reliant and responsible for their own behavior which can enhance their education experience.

V. SUMMARY: ACTION ITEMS AND RECOMMENDATIONS

At the completion of the Joint Faculty Project, participating faculty from Southwestern College, San Diego State University, and University of California, San Diego, have identified the course sequencing and content standards in the Education major at Southwestern College. For a course sequencing model, see Appendix G. To facilitate greater ease in understanding and absorbing the transfer process, Southwestern College's Articulation Officer, working closely with four-year institutions, will be putting together a more concise and comprehensive booklet of transfer requirements for Liberal Studies majors.

In terms of course standards faculty are committed to joint faculty development workshops which address the issues of enhancing academic rigor in the areas of reading, critical thinking, and analytic writing skills, as well as the integration of more content-skills which are reinforced through home assignments across the curriculum.

To further motivate students in their academic endeavors, Joint Faculty development workshops will be held in order to more adequately integrate the curriculum with multicultural and gender content where it is relevant to course content. To further this end a SWC faculty member will be contacting a UCSD faculty person to jointly compile a recommended multicultural/gender issues bibliography for use by faculty members at all three institutions. In addition, a Joint Staff/Faculty development workshop will be

presented to increase multicultural sensitivity. In an effort to more readily determine the crucial learning needs of students, prior to testing, Joint Faculty workshops will be presented on Classroom Assessment Techniques (CATS), collaborative learning techniques, and the use of video techniques for enhancing teaching skills.

To strengthen the linkage between Southwestern College and high schools, the personal development class, PD 101, for high school seniors will be closely monitored with additional ideas added from the results of this Joint Faculty Project. Student Transfer and Counseling faculty will also maintain a computer linkage between Southwestern College and the four-year transfer institutions to track the progress of diverse students, including the Liberal Studies majors (in cohorts, when possible). SWC English faculty will be investigating the possibility of working more closely with high school faculty to better understand the writing curriculum taught in high schools.

In collaboration with the four-year institutions Student Transfer and Counseling faculty at Southwestern College will be enhancing the already existing student clubs, including the culture-specific clubs, to add a Liberal Studies component which will include a cultural and academic linkage at both transfer institutions which will allow the Liberal Studies students a more comfortable transition between institutions. Students will also be guided toward taking the CBEST as soon as possible after taking Math 110 and 111 classes at SWC. It is believed that this early

alert will further encourage students to focus on math needs sooner and be more motivated toward every step of math preparation as part of a process toward CBEST success. This notion of math as a process further works to obviate "math phobia." The mathematics faculty at Southwestern college, in collaboration with University of California, San Diego's Teacher Education Program (TEP 121), will be working toward enhancing the efficiency of the drop-in math lab at Southwestern College through the use of TEP student tutors.

Finally, the Joint Faculty Project participants made the following recommendations. There is further need for research that will more closely examine the placement tests as to their adequacy in pinpointing the students with low level skills in math, writing, and English. Furthermore, faculty from all participating institutions recommend that the writing component in the placement and entry process be reintroduced in order to better direct students in successful class selection at the beginning of their academic journey.

There will be increased efforts on the part of Southwestern College to strengthen linkages with other transfer institutions besides San Diego State University and the University of California systems.

In conclusion, in these difficult financial times, more research is needed to determine other sources of funding for tutoring, peer advising, and an on-site mathematic's specialist, mentoring, staff development, and student scholarships for attendance at academic forums, and summer programs like the

proposed Freshman Experience (page 14). In the face of this economic reality, education must somehow creatively seek out and find new means for meeting our commitment to the nation's youth, the workforce of tomorrow, who will be seeking success in an increasingly competitive and international marketplace.

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APPENDIX A

STUDENT QUESTIONNAIRE

APPENDIX A

Student Questionnaire

STUDENTS:

In order to prepare yourself for our meeting, please answer the questions below.

1. How well did the high school experience prepare you for SWC?

2. What are strengths of SWC?

3. What are curricular weaknesses of SWC?

4. What support services did you use while at SWC?

5. Who was your initial contact at SDSU/UCSD?

6. What was the most challenging point of your transfer?

7. What would you change about your role in the transfer process?

8. After your transfer, what kind of help did you need the most?

   a. Financial Aid
   b. Tutoring
   c. Connection to support services
   d. Other

9. What or who made the difference in your transfer success?

10. Overall, summarize your transfer experience?

APPENDIX B

UCSD OASIS PROGRAM

Fall 1992

OASIS

OFFICE OF ACADEMIC SUPPORT & INSTRUCTIONAL SERVICES

Individual and Small Class Programs to Help You Develop Essential Learning Skills

ACADEMIC TRANSITION PROGRAM
534-3284

THIRD COLLEGE DINING COMMONS ROOM 102

Professional and peer counselors provide assistance on an individual basis with academic, personal financial, and social concerns. Standing appointments are available to students, along with other workshops and special OASIS sessions.

The peer counseling staff act as advocates for all SAA freshman students enrolled in the university. Your personal peer counselor will provide assistance in cutting through the "red tape" and solving problems when possible.

Professional and peer counseling services are available daily 9:00 a.m.-5:00 p.m. at our offices throughout the campus.

Galbraith Hall 1058, 534-3760, Third Place, Third Commons Room 102, 534-3284, Muir Dorms, 2nd Fl. Tenaya 202, 534-5839, Fifth Dorms, Bldg. 701, 534-5909.

BE A PEER COUNSELOR

Juniors and seniors with a 2.50 GPA who are active in campus-wide programs and enjoy working with undergraduate students from diverse cultures are encouraged to participate in the peer training practicum. All students interested must take TEP 196 for four units.

Call 534-3284/3760 during Week 6 Fall Quarter, for application information, interview dates and times for the peer counselor positions.

SATELLITE OFFICES

OASIS Satellite Offices are an extension of OASIS services throughout the campus and offer professional and peer counseling daily and tutoring in math, physics, biology, and chemistry weekly. Call 534-3284 for info.

TUTORIAL PROGRAM
534-2280

OASIS UNDERGROUND GALBRAITH HALL 1254

OPENS MONDAY, OCT. 5

Free tutoring in mathematics, physics, biology, chemistry, economics, statistics, ECE and CSE.

Drop in service:

Mon-Thurs 9:00 am -7:00 pm
Fridays 10:00 am- 1:00 pm

Study tables will be organized for any lower-division science or math class. Just get together with eight friends, and we will find a tutor.

APPLY TO BE A TUTOR FOR FALL QUARTER, 1992

Interview times occur throughout the quarter and continue through Tuesday, Sept. 29, 1992.

Interviews will be conducted on a drop-in basis. Application materials must be submitted prior to the beginning of the Fall quarter 1992. Call the appropriate center for application procedures.

For the tutorial programs, juniors and seniors with a 3.00 GPA who have completed lower-division mathematics and science requirements are eligible to become tutors. Prospective tutors enroll in TEP 196 for four units.

OASIS ANNEX

OLD BOOKSTORE BLDG. 201

As part of the Tutorial Program, try the OASIS Annex. Tutoring services are available at no charge. Open twenty-four hours a day, group study and quiet study areas are available as well as computer terminals. Whatever your academic goals are for this year, we want to help you achieve them. Tutorial schedules are posted at the annex or call the Tutorial Program at 534-2280 for information.

SCHOLARS' WRITING WORKSHOP
534-7344

YORK HALL ROOM 4070

Scholars' Writing Workshop offers free individual conferences and group workshops to assist students with writing assignments and projects.

Free word processing facilities and computer assistance are available. Students who may be unfamiliar with but eager to learn a word processing system are encouraged to schedule an appointment with a Scholars' Writing Workshop staff member.

Scholars' Writing Workshop also publishes a journal of student work (poetry, fiction, academic writing). Interested students are welcomed to submit their creative projects and participate in the journal activity.

Students interested in becoming writing tutors are encouraged to visit Scholars' Writing Workshop at York Hall, 4070. To schedule an appointment and/or receive more information about services and activities, drop by Monday through Friday, 8:00 am - 4:30 pm or call 534-7344. SAA students are especially welcomed.

WARREN ACADEMIC SUPPORT CENTER
534-6030

WARREN APTS., BLDG. 2, APT. 2110

In conjunction with Warren academic advising at the Warren Academic Support Center, OASIS offers peer counseling and tutoring weekly. Schedules will be posted at the Warren Academic Support Center.

TUTORIAL SCHEDULE: Mon - Thurs 1:00 p.m. -7:00 p.m. Call or visit the center to verify the times listed and subjects to be tutored.

Services start week 3

THE LANGUAGE PROGRAM
534-2284

STUDENT CENTER BLDG.A ROOM 214

The Language Program provides assistance to students, whose first language is not English and to those doing work in Spanish, French, German, Japanese, Italian and other languages. Services include The Language Program class, the Grammar and Mechanics Workshop (Levels I and II) for nonnative speakers of English, the Academic Writing in Spanish class, brainstorm sessions for Lit/Span and for Lit/Fr 2A, 2B, 2C, 50, the practice of English for foreign students, the French and Spanish grammar hotline, weekly workshops in Spanish, French, Italian, German, and English as a second language pronunciation labs, and one-to-one conferences for feedback on written drafts. A diagnostic test on written English as a second language is available on request. Call 534-2284 for more information.

THE BEFORE CALCULUS PROGRAM
534-3760

GALBRAITH HALL 1058

This program is designed to support students in their desire to excel in mathematics at UCSD. Small groups of students attend workshops twice a week outside of class. At these workshops, students work on problems, prepare for exams and help one another to master the course. Students are under the supervision and direction of the workshop leader.

Math 1A/B/C, Math 2A/B/C, Math 4C study groups.

Individual conferences are available to students experiencing difficulty in mathematics. Study techniques and campus resources will be recommended.

Space in workshops is limited and we operate on a first-come first-served basis. For more information, call 531-3760.

WRITING CENTER
534-2284

STUDENT CENTER BLDG.A ROOM 214

WRITING CONFERENCES

The Writing Center offers the UCSD community free one-to-one conferences on any kind of writing project, academic, professional or personal. Staff members work with writers in all university disciplines and/or creative projects.

WORKSHOPS

Various workshops are offered, including Revelle Humanities, essay exam writing, dissertation writing, and library research skills.

DIAGNOSTIC TESTING

The OASIS Writing Test assesses your strengths and weaknesses in writing and editing academic papers.

FEELING CREATIVE?

Several Writing Center staff are experienced fiction writers, poets, and journalists who can offer insightful and humane responses to your work in-progress. Writing Center staff are available to facilitate "creative" writing workshops and support groups.

PERSONAL STATEMENTS

Personal statement consultation for graduate and professional school, internship and employment applications.

MCAT AND CBEST PREPARATION

Practice writing essays for the MCAT and CBEST examinations. Ongoing program of instruction will help you learn to write effective essays in pressure situations.

GRADUATE STUDENTS

Assistance in writing graduate school papers, theses, and dissertations.

VAX TERMINALS

Learn to compose at the keyboard. Two VAX terminals are available for student use.

For information or an appointment call 534-2284 or visit Student Center Bldg.A, Room 214 (above the Grove Caffe).

STUDY MANAGEMENT CENTER
534-7344

YORK HALL ROOM 4010

Personalized Individual Conferences (PIC) and Study Management Workshops are offered throughout the quarter to help you develop strategies for processing information in the most efficient and effective way possible.

WORKSHOP/CONFERENCE TOPICS

Topics include, but are not limited to goal setting and time management, lecture notetaking and editing, textbook analysis and problem solving, reading comprehension, concentration, and rate, memory enhancement, and preparation for examinations.

GRE, MCAT PREPARATION

GRE, MCAT, and other professional school exam preparation workshops are scheduled on a regular basis.

DIAGNOSTIC TESTS

Diagnostic tests in reading, learning styles, and learning strategies are offered on request.

AVAILABILITY

Conferences are available by appointment or drop-in. Date, time and location of workshops are listed in the *Guardian*. Advance registration for workshops is required.

Evening and weekend on-site workshops for residence hall groups and student organizations will be scheduled upon request.

TUTOR TRAINING PROGRAM

If you are interested in participating in the training program for Study Management tutors, contact our office for an application. Those who are accepted into the program will take TEP 196 for four units.

For more information or to get on our mailing list, call 534-7344 or visit the Study Management Center at York Hall 4010. Monday through Friday 8:00 am- 4:30pm.

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APPENDIX C

TEACHER EDUCATION PROGRAM

APPENDIX C

Teacher Education Program

The Teacher Education Program (TEP) at UCSD offers the California Multiple Subject Credential (with the option for the Bilingual Cross-Cultural Emphasis in Spanish) for elementary school teachers and the Single Subject Credential in Mathematics or Science Education for secondary school teachers. A primary focus of TEP is multicultural education. We ask prospective teachers to master the subject matter they will teach and develop a repertoire of teaching practices. In addition, we ask them to become familiar with the impact that culture, social structure, and technology have on the education of the students they teach. To accomplish this goal, we examine the cultural context of schooling and compare the often implicit cultural and linguistic demands of school contexts with those of the community and workplace. We encourage teachers to construct learning environments in which students' cultural knowledge and language are used as valuable educational resources.

The Multiple Subject Credential Program consists of a prerequisite component and a professional preparation component. Students will complete a total of six Education Foundations courses during the prerequisite component.

UCSD undergraduates interested in applying to the Teacher Education Program should complete these courses during their junior and/or senior year. They will then apply for admission to the professional preparation component upon completion of their bachelor's degree.

THE MULTIPLE SUBJECT CREDENTIAL PROGRAM
(for teaching grades K-6)

SELECTION OF TEACHER CANDIDATES

Students apply during the winter quarter of their senior year to begin the program the following fall quarter. Contact the TEP office for current application deadlines. Each prospective candidate is carefully reviewed for admission by a committee composed of faculty and local public school educators, including TEP graduates. The selection committee insures that applicants have completed the requirements for admission listed in the next section, and then looks for evidence of the following:

1. A strong interest in multicultural approaches to education; a strong desire to improve the quality of American education; a strong desire to develop self-activated learners;
2. Experience working with children in educational environments, especially in multicultural settings;
3. Involvement in public service activities; Applicants are admitted to the credential program as nondegree graduate students.

REQUIREMENTS FOR ADMISSION TO THE MULTIPLE SUBJECT CREDENTIAL PROGRAM

Before admission to the professional preparation program, students must complete the following requirements. (Students may be admitted to the prerequisite program if they have not completed the Education Foundations Sequence below. Refer to details given above.)

1. B.A. or B.S. with a major field of study equivalent to one offered at UCSD, or a B.A. or B.S. from another University of California campus. A cumulative GPA of 3.0 from the degree-granting institution is required;
2. Subject Matter Competency (see below);
3. The California Basic Skills Test (CBEST);
4. Education Foundations Sequence (also see Table 1 below);
   a. TEP 181A-B-C (Practicum in Learning)
   b. One of the following courses: TEP 172 (Child Development and Education), Psychology 101 (Introduction to Developmental Psychology), or TEP 196 (The Psychology of Teaching and Structure of Information for Human Learning). TEP 196 should be taken concurrently with TEP 181A, B, or C.
   c. TEP 126/Sociology 126 (Social Organization of Education) or Sociology 150L (The Politics of Language and Ethnicity).
   d. One of the following courses: TEP 117/Sociology 117 (Language, Culture, and Education), Anthropology 143 (Education and Culture), Com/Hip 122A or B (Communication and the Community).
5. Portfolio Requirement: Applicants must submit a portfolio of work, as outlined in the instruction packet available from the TEP office.

SUBJECT MATTER COMPETENCY

Credential candidates must demonstrate competency in the breadth of knowledge required to teach the diversified content areas in elementary school curricula. They may do this by passing the General Knowledge section of the Core Battery National Teachers Exam with a score of 660 or higher.

In compliance with the Ryan act, however, the Teacher Education Program offers a subject matter waiver program. Successful completion of a subject matter waiver program "waives" the requirement to pass the General Knowledge section of the National Teachers Exam. The subject matter waiver program consists of a review of the credential candidate's academic background in order to certify his or her satisfaction of this competency requirement.

In order to successfully complete this waiver program, the candidate must have a UCSD equivalent bachelor's degree and have taken courses across a breadth of courses in mathematics, natural science, social science, writing and literature, arts and humanities, and physical education. Details are available at the TEP office.

PROFESSIONAL PREPARATION

The Multiple Subject Credential Program consists of seven professional preparation courses and fifteen weeks of student teaching, all taken at the graduate level.

The seven courses are:
TEP 162 (Computer Applications in Teaching and Learning)
TEP 177 (Health Education)
TEP 178 (Mainstreaming Special-Needs Students)
TEP 191A-B-C (Innovative Instructional Practices)
TEP 193 (Multicultural Education)

and student teaching is offered as:
TEP 180A and 180B (Practicum in Student Teaching)

Students are required to complete the U.S. Constitution requirement prior to completion of the program (satisfied through course work or examination).

BILINGUAL CROSS-CULTURAL EMPHASIS IN SPANISH

TEP offers a Bilingual Cross-Cultural Emphasis within the framework of the Multiple Subject Credential. This emphasis is designed for students who can teach in Spanish and English. Students interested in completing the Bilingual Cross-Cultural Emphasis must demonstrate:
1. Spanish language fluency (satisfied by verbal interview and completion of two Spanish literature courses, one of which must be taken at the upper-division level in Latin American or Chicano literature);
2. an awareness of the culture and history of the target community (satisfied by one history course and one culture course covering an Hispanic group/state located in the Americas);
3. A willingness to teach in a bilingual setting;
4. A desire to develop bilingual skills in the area of teaching methodology and language proficiency in Spanish (includes completion of TEP 189 and TEP 192).

A typical student schedule for the professional preparation program is shown in Table 1:

TABLE 1

The Professional Preparation Program for the Multiple Subject Credential

FALL	WINTER	SPRING
TEP 162	TEP 191B	TEP 191C
TEP 191A	TEP 177	TEP 180B
TEP 193	TEP 180	TEP 178
(TEP 192-Bil Em)		

APPENDIX D

SOUTHWESTERN COLLEGE SUPPORT SERVICES

APPENDIX D

Southwestern College Student Support Services

SWC offers a wide variety of student support services to help ensure students' success in achieving their educational goals. These services include:

1. Outreach program for student recruitment: This outreach effort includes providing general and specific information about SWC and the procedures, costs and steps necessary to enroll at the College. This outreach effort also provides the opportunity for students to receive pre-enrollment counseling, orientation and assessment testing.

2. Admission/Records. Individuals wishing to enroll at SWC must complete and file an application for admission. Those under age 18 or planning to petition for graduation must provide transcripts from their high school or previous college, and show proof of completion of high school requirements. Students who have completed the admissions procedures are eligible to select classes and enroll in a program of study.

3. Orientation. Orientation sessions are scheduled for new students as part of the matriculation process. Video and written guides are available to provide new and returning students with general information about college programs and services available on campus.

4. Assessment. Reading, English and mathematics assessment tests are offered to help assist students in choosing the proper level of course work.

5. Counseling and Guidance: The Counseling and Guidance Program is designed to assist students in evaluating and selecting educational and vocational goals, and in relating the selection of courses to the student's abilities and objectives. All students are encouraged to see a counselor to discuss academic and career goals, personal problems, and appropriate class and major selection.

6. Tutorial Services. Free tutoring is available on a one-to-one basis in most subject areas. The Tutorial Center also offers special workshops on college survival skills throughout the semester.

7. Financial Aid. The Financial Aid Office helps students with established financial need obtain tuition and other income assistance through a variety of grant, loan, and scholarship programs. In addition, the Financial Aid Office operates a College Work Study Program, in which eligible students may work in a variety of jobs on campus to help finance their education.

8. Extended Opportunity Programs and Services (EOPS): This is a state program that helps students with social, economic or language difficulties succeed at college. EOPS provides help through tutoring, counseling, financial aid, job placement and transfer assistance to a four-year college.

9. Transfer Center: The Transfer Center provides students with information on colleges and universities. Services offered through the Transfer Center include: organized tours to various universities; workshops with advisors in different majors; workshops for under-represented groups such as ethnically diverse, re-entry and disabled students; and assistance with university admission applications and follow-up to help the student in the transfer process. Transfer admission guarantee programs with SDSU and UCSD are available.

10. Career Center. The Career Development Center offers: individualized career planning counseling; career inventories in written and computerized formats to assist students in identifying interests, abilities and values in relation to career choices; career planning courses offered for credit; and workshops on career topics.

11. Disabled Student Programs and Services. SWC offers disabled students programs and services designed to enable the student to access all campus, academic, vocational and recreational activities. Services provided include counseling, disabled student parking, sign language interpreters, notetakers, equipment loan, and special classes in speech therapy, adaptive computers, adaptive physical education, testing and tutoring.

12. Health Services. A registered nurse and/or medical practitioner is on duty to provide emergency treatment, health counseling, immunizations and TB skin tests, and referrals to appropriate agencies. Physician and orthodontic services are available by appointment. In addition, optional student health insurance plans are available.

APPENDIX E

TRANSFER ADMISSIONS GUARANTEE PROGRAM

Southwestern College

Transfer Admission Guarantee

U.C.S.D.
1993-94

THE GUARANTEE

1. Transfer admission is guaranteed. Space will be held for students at the UCSD college of their choice.
2. General Education applicability is guaranteed. All courses in the UCSD General Education Core are guaranteed to apply toward the completion of College G.E. requirements.
3. Students are better served. Students will be able to plan their educational programs properly and benefit from support services through the university, as well as community college experience.
4. Eligible for a $500.00 scholarship to UCSD.
5. TAG meets the general education requirement for the associate degree at Southwestern College.

GUIDELINES

Students should plan their program with a counselor at Southwestern College and meet the following requirements to obtain T.A.G.

1. Courses must be completed by spring if applying for fall term, and by fall if applying for spring term, and by summer if applying for winter term.
2. Meet minimum eligibility for UC Admission as a transfer student including 56 UC-transfer semester units.
3. Earn a minimum grade-point average of 2.8 in all UC transfer courses.
4. Clear all subject omissions/deficiencies for minimum eligibility including English, Mathematics and a third course in U.S. History, foreign language , or science with a lab.

The course in mathematics MUST have intermediate algebra as a prerequisite and must be offered through the mathematics department. (Computer science classes can not be used.)

5. Complete all TAG core courses for general education (as stated on this form) with minimum of "C" grades. Must also establish residency for this agreement by completing the last 28 UC-transfer units at a participating TAG college.
6. Sign TAG agreement with Southwestern College counselor.
7. Submit an official UC Application for admission within the published deadlines for the quarter applicable on the TAG agreement and comply with all UC requirments. See UC Application for filing dates.
8. Send official transcripts from all prior high school and colleges attended to the UCSD Admissions Office as soon as possible.
9. Send the Statement of Intention to Register (SIR) to UCSD by the deadline stated on the SIR.
10. In order to qualify for TAG a student must have completed 12 transferable college units with a 2.8 or higher G.P.A.

EDUCATIONAL PROGRAM PLAN

I. UCSD Core G.E. Requirements: Select a one year sequence from one department in each of the following areas:

A. Writing: English 115 and 116

B. Humanities: Choose a two course sequence from one subject
   1) Art 150 and 151 or 150 and 157
   2) English 230 and 231 or 240 and 241 or 250 and 251
   3) History 104 and 105
   4) Humanities 100 and 101
   5) Music 105 and 106 or 105 and 107
   6) Philosophy 101 and 120

C. Foreign Language: Complete 2 semesters in the same language
   1) Chinese 120, 130
   2) French 120, 130, 220, 230
   3) Italian 120, 130, 220
   4) Japanese 120, 130
   5) Pilipino 120, 130
   6) Spanish 120, 121, 130, 131, 220, 230

(If you have nine years or more of education in a non-English speaking foreign country, the TAG language requirement will be waived. Official documentation of the nine years must be submitted. Students who are native speakers may take only one semester of foreign language at the highest level offered and must complete the foreign language requirement with two (2) additional higher level courses in that language at UCSD.)

D. Social Science: Choose a two-course sequence from one subject
   1) Anthropology 101 and 103 or 102 and 110 or 102 and 112
   2) Black Studies 110 and 111
   3) Economics 101 and 102
   4) History 100 and 101
   5) Mexican-American Studies 141 and 142
   6) Political Science 101 and 102 or 101 and103
   7) Psychology 101 and 211 or 101 and 260 or 101 and 116 or 101 and 250
   8) Sociology 101 and 110

E. Calculus or Natural Science: Complete a two-course sequence from one subject
   1) Biology 100 and one of the following: Biology 200, 202, 261 or 265
   2) Chemistry 200 and 210
   3) Mathematics 121 and 122 or 245 and 246 or 250 and 251
   4) Physics 110 and 120 or 270-272-274 (any two)

II. Additional lower division G.E. requirements for Revelle, Muir, Third, and Fifth Colleges may be completed at Southwestern College or after transfer to UCSD these courses selected from approved courses on breadth articulation agreement. It is advisable to complete as much as possible at Southwestern College.
In addition Muir, Third, and Fifth have requirements which must be taken after transfer to UCSD, and are also listed on this agreement.

Muir College: Additional course: Muir 50 (writing) required after transfer to UCSD.

Third College: In making your core selection E: Select 2 courses in Natural Science (biology, chemistry or physics). Additional courses: one course in

science. (Additional courses should be selected from approved courses on your articulation agreement.) After transfer to UCSD: You must also complete one course in either Justice or Imagination.

Warren College: No additional lower division college G.E. courses required after transfer to UCSD.

Revelle College: In making your core selection E: Select 2 courses in calculus. In addition 3 semesters of Physics and Chemistry (at least one each) and Biology 100. Additional course: 1 course in Music, Art, or Theatre to be taken at the community college or after transfer to UCSD. Additional requirement: Pass the UCSD language exam (written and oral) in any foreign language; or, take 1 additional course in language at UCSD.

Fifth College: In making your core selection B: Select 2 courses from Art, Drama/ Theatre, or Music. If available you should take 1 course with a non-western emphasis (Art 153). In making your core selection E: Select 2 courses in natural science from biology, chemistry, or physics. In addition, you should take 2 semester courses chosen from any of the following areas: Math, or computer programming, logic, and/ or statistics (these courses should be selected from the approved courses on articulation agreement.) Additional Requirement: Upon transfer to UCSD, you must take three quarters of "The Making of the Modern World."

III. In addition to the major requirements, each college can require from three to six four-unit upper division courses for graduation.

IV. **Preparation for the Major:** See current UCSD catalog and articulation agreement at Southwestern College Counseling or Transfer Center.

V. Electives

TAG RESTRICTIONS

Transfer guarantee agreements must be signed and submitted to UCSD at least one full month prior to the beginning of the admission application filing period. That is, September 30 for Fall quarter; May 31 for Winter quarter; August 31 for Spring quarter. Agreements cannot be written for more than two (2) years in advance of the transfer quarter.

RESTRICTED STUDENTS:

1. Students with less than 12 transferable college units with a 2.8 minimum G.P.A.
2. Foreign students with a visa.
   NOTE: Students on permanent resident status are not considered to be foreign students.
3. Students who were officially registered at UC campus
4. Students whose total combined two-year and four-year transferable work exceeds 90 semester units (senior standing for UCSD)
5. Students currently holding a BA or BS degree.
6. Students who are not classified as California residents for fee purposes.

IMPACTED MAJORS AT UCSD: Some majors at UCSD are impacted. Guaranteed admission to UCSD does not ensure admission to impacted majors upon transfer, but UCSD will accept such students as pre-majors and will assign them the same status as students who have completed their lower-division preparation at UCSD.

You will have to fulfill all the requirements listed on the TAG application.

Please contact the departments listed below for additional information:

Counseling Center at 421-6700 ext.5240
M-Th 7:45am-8:00pm • F 7:45am-4:00pm

or the Transfer Center at 482-6361
M & T 7:45am-4:30pm • W & Th 7:45-7:00pm
F 7:45am-3:00pm

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APPENDIX F

SDSU MENTOR PROGRAM

APPENDIX F

The SDSU Faculty/Student Mentoring Program

The Faculty/Student Mentoring Program matches Student Mentors with incoming freshmen and transfer students, called Proteges, who could use a guide to assist them through the maze of rules, regulations, expectations, activities, and the general confusion of student life on a large urban campus. The Student Mentors are directed by Faculty Mentors who are responsible for their supervision and training.

In particular, this program is designed to provide academic and personal support to students who are underrepresented in higher education. Consequently, the Faculty/Student Mentoring Program brings together, in each of the colleges, faculty and student mentors with Hispanic, African American and other students to assist in adjustment to the campus culture and academic environment of San Diego State University. The FSMP seeks to strengthen and sustain students in their educational and career goals and to help make college an exciting, fulfilling, and successful experience for culturally diverse students.

PROGRAM GOALS

* To promote academic excellence.
* To support students' development of the knowledge, skills, and attitudes necessary for successful completion of their academic goals.
* To encourage students' development of supportive relationships with faculty.
* To advance students' knowledge about campus services.
* To promote students' self-confidence.
* To develop students' leadership skills which will enable them to become future student mentors.

THE FACULTY MENTOR

What Do Faculty Mentors Do?

* Recruit, train, monitor, and evaluate all Student Mentors.
* Recruit all Proteges.
* Match Student Mentors with their Proteges.
* Develop, implement, and evaluate a College-based yearly plan for Student Mentors and Proteges.
* Coordinate College FSMP events with other colleges.
* Serve as role models.
* Assist students' growth in cultural awareness.
* Help students establish long-term goals and plans for their achievement.
* Act as advisors.
* Meet weekly with Student Mentors.

THE STUDENT MENTOR

What Do Student Mentors Do?

* Serve as role models and offer academic and personal advice for Proteges.
* Help Proteges adjust to and better understand the demands and environment of college life on a large urban campus.
* Inform Proteges about available campus resources.
* Meet with Proteges on a weekly basis.
* Help Proteges evaluate their learning skills and help them create a plan to improve those skills.
* Provide tutoring for Proteges, as needed.
* Participate in training workshops to improve their problem-solving skills and techniques.
* Participate in organizing events for Proteges.
* Complete monthly contact reports.
* Maintain a minimum 2.5 G.P.A.
* Meet weekly with Faculty Mentor.

THE PROTEGE

Proteges Who Are Accepted Into The Faculty/Student Mentoring Program

* Meet with their Student Mentors on a weekly basis.
* Participate in all workshops planned by the Faculty and Student Mentors.
* Share in social and cultural activities with their Mentors.
* Explore, with their Mentors, academic and career options.
* Keep their Mentors advised of their academic progress.
* Commit to participation in the program for two semesters.

PROTEGE SELECTION

Early, each spring, all incoming freshmen and first-time transfer students who are African-American or Hispanic are mailed information and applications for the Faculty/Student Mentoring Program. A reply to the letter is necessary for enrollment in the Program. When students begin classes in the fall semester, they must contact the Faculty Mentor who sent them the letter of invitation. At this point the incoming student, now called a Protege, is matched with a Student Mentor.

BENEFITS OF THE PROGRAM TO THE PROTEGE

Each Protege Will

* Have the opportunity to meet new and continuing students with similar academic, cultural and social interests.
* Gain support for academic pursuits and personal development.

* Be able to get help to improve reading, study, and time-management skills.
* Become aware of campus clubs, activities, and services available.
* Be provided assistance in selecting courses and majors.
* Have the opportunity to become acquainted with a Faculty Mentor.

APPENDIX G

SUGGESTED ACADEMIC PREPARATION PROGRAM FOR SWC TRANSFER STUDENTS TO EDUCATION PROGRAMS

APPENDIX G

Suggested Academic Program
for Southwestern College Transfer Students

to

UCSD'S Bachelor's Degree Programs
and Multiple Subject Teacher Education Program

1. Admission requirements for UCSD bachelor's degree program (highlights)
   a. 56 transferable semester units (70 max transferable)
   b. a-f subject area
   c. 2.8 GPA (recommended)
   d. **TAG agreement** recommended for General Education and admission guarantee. IGETC may be used except for Revelle or Fifth Colleges

2. College general education requirements for bachelor's
   a. Coursework taken according to **Articulation Agreements**

3. Major department prerequisite and lower division requirements, if nay (contact **SOAR** for info)

4. Teacher Education Program undergraduate requirements
   a. **Preparation for CBEST exam**
   b. **Subject Matter Preparation Program coursework**
      i) Course lists and descriptions available from TEP, see attached and consult UCSD counselor in Southwestern College's Transfer Center
      ii) Programs available for Multiple Subject Credential, see attached
   c. TEP Child Development prerequisite
   d. Bilingual Cross-Cultural Emphasis in Spanish (BCLAD) prerequisites (if chosen)

SOUTHWESTERN COLLEGE/UNIVERSITY OF CALIFORNIA, SAN DIEGO
Multiple Subject Teacher Education Program
Subject Matter Preparation Program
*Proposed Articulation--pending faculty review and confirmation

Credential candidates must demonstrate competency in the breadth of knowledge required to teach the diversified content areas in elementary school curricula. They may do this by completing the **Subject Matter Preparation Program**. Successful completion of the program demonstrates subject matter competency for the Multiple Subject Credential. In order to complete this program, the candidate must have a UCSD-equivalent bachelor's degree, and have taken courses according to the stipulations below. Candidates must have received grades of C-or better or their equivalent in all applicable courses. **Candidates must also submit a PORTFOLIO of work composed of one paper/project from each of the seven academic areas (in caps) that follow.**

SUBJECT MATTER PREPARATION PROGRAM

MATH

1. **Math** - Two 3 unit courses selected from:
   MATH 121 and 122 or
   MATH 250 and 251

SCIENCE

2. **Science** - Two 3 unit courses
   One Life Science selected from:
   BIOL 100 and 101
   BIOL 150
   BIOL 130 and 131
   BIOL 201
   BIOL 202
   One Physical Science selected from:
   CHEM 200, 210
   PHYS 110, 120, 270 and 271
   PHYS 272, 274

COMPUTER EDUCATION

3. **Computer Education** - One 3 unit course
   TEP 162 Upper division--cannot articulate (take at UCSD).

SOCIAL SCIENCE

4. **Anthropology** - One 3 unit course selected from:
   ANTH 101, 102, 103, 110 or 112
5. **Political Science** - One 3 unit course selected from:
   PS 101, 102, 103
6. **Geography** - One 3 unit course selected from:
   GEOG 100, 120, 130, 160, 170
7. **Language, Culture, and Education** - No Equivalent (take at UCSD)
8. **Child Development and Education** - Upper division (take at UCSD)
9. **Practicum in Learning** - No Equivalent (take at UCSD)

HUMANITIES

10. **U.S. History** - One 3 unit course
    HIST 100
11. **Linguistics** - No Equivalent (take at UCSD)

12. **World Literature** - Two courses, 3 units each
    One selected from Western Literature:
    ENGL 220, 230, 240, 241
    One selected from Non-Western Literature:
    No Equivalent (take at UCSD)
13. **Visual Arts, Music and Theatre** - Three courses
    Visual Arts - select one:
    ART 100, 101, 105, 107, 110
    Music - select a pair:
    MUS 101 and 111 and a production course selected from MUS 137 or 140 or
    MUS 105 and a performance course
    Theatre - Theatre or dance performance:
    TA 110

PHYSICAL EDUCATION

14. **Physical Education** to include health, wellness and movement.
    PE/T 200

INTERDISCIPLINARY

15. **Interdisciplinary (varies with UCSD college requirements)**: Completion of one of the five UCSD college's interdisciplinary/humanities sequences. Fifth College: Making of the Modern World; Muir College: Cultural Traditions; Revelle College: Humanities Sequence; Third College: Dimensions of Culture; Warren College: Ethics and Society.

If you wish to apply a course not listed above to one of these categories, you will need to supply a course description and syllabus, along with a petition justifying your request, to TEP for further consideration after your transfer to UCSD.

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SOUTHWESTERN COLLEGE/SAN DIEGO STATE UNIVERSITY

LIBERAL STUDIES - EMPHASIS IN EDUCATION MAJOR

(Preparation for Teaching at the Elementary Level)

Completion of the Liberal Studies-Emphasis in Education major also fulfills General Education requirements.

EFFECTIVE JANUARY, 1993

FOREIGN LANGUAGE REQUIREMENT *Competency (equivalent to that which is normally attained through three consecutive courses of college study) is required in one foreign language (120, 130, 220) as part of preparation for the major. (Refer to section of SDSU catalog on "Graduation Requirements".)*

PREPARATION FOR THE MAJOR

1. Composition	3 units	ENGL 115 *(See portfolio assessment requirement on back.)*
2. Composition	3 units	ENGL 116 *(See portfolio assessment recommendation on back.)*
3. Speech	3 units	SPCH 103
4. Literature	3 units	ENGL 230, ENGL 231, ENGL 220, 270
5. Mathematics	3 units	*MATH 110
6. Mathematics	3 units	MATH 111 *(See portfolio assessment recommendation on back.)*
7. Life Sciences	3 units	*(or 4 units if include laboratory) selected from* BIOL 100, BIOL 101, BIOL 130, BIOL 131
8. Physical or Earth Sciences	3 units	*(or 4 units if include laboratory) selected from* Physical Sciences: ASTR 100, ASTR 101; CHEM 100; PHYS 110 & 120 OR Earth Sciences: GEOG 100, GEOG 101, GEOG 130; GEOL 100, GEOL 101
9. Laboratory	1 unit	*The course selected for either category 7 or 8 must include a lab. (See portfolio assessment recommendation on back.)*
10. Global Perspective	3 units	ANTH 102; GEOG 120
11. Individual Perspective	3 units	PSYC 101
12. United States Organization	6 units	*Select from* ECON 100, 101, 102; SOC 101; *or any GE American Institutions course. American Institutions may be taken at the upper (SDSU) or lower division level.* AFRO/HIST 110, 111 — MAS/HIST 141, 142 HIST 100, 101 — PS 101, 102 *Refer to SDSU catalog "Graduation Requirements" for approved list of upper division courses. (See portfolio assessment recommendation on back.)*
13. Values and Ethics	3 units	PHIL 120, PHIL 101, PHIL 106
14. Western or World Civilization	3 units	HIST 106, 107, 104, 105
15. Music	3 units	*MUSIC 103 (See portfolio assessment recommendation on back.)
16. Art/Drama	3 units	ART 100, 101, 104, 153, 150, 151; TA 101, 100
17. Physical Education	2 units	*PET 200 (See portfolio assessment requirement on back.)

**These courses are prerequisites for admission into the SDSU Multiple Subjects Credential program. Students seeking admission into the SDSU credential program must complete these courses with grades of "C", "CR", or higher no more than five years prior to admission to the program.*

GRADE POINT REQUIREMENTS

Although the required GPA for graduating with the BA in Liberal Studies is a 2.0, the minimum overall GPA for all course work for admission to the SDSU Multiple Subjects Credential program is a 2.64 or better. It is recommended that students strive for a GPA above a 2.64 while working toward the Liberal Studies degree.

NOTE 1: Health 101 is no longer required for the Liberal Studies BA degree or the preliminary credential. It is required for the PROFESSIONAL CLEAR TEACHING CREDENTIAL. It may be taken after admission to the credential program in the 5th year.

NOTE 2: Students who do not complete the "old" Liberal Studies Option II or Option III major before June 30, 1996 must follow this 1992-93 transfer list.

REQUIRED SPECIALIZATION: A 12 unit upper division specialization is required at SDSU. Possible specializations are listed below. When choosing lower division course work, select those courses which are prerequisites for the courses in the specialization you intend to pursue. For example, a student who wishes to specialize in Geography should take GEOG 120, not ANTH 102, under # 10 Global Perspectives. Note that some specialization have no prerequisites.

Africana Studies
American Indian Studies
Anthropology (Prerequisite: ANTH 102)
Art (Prerequisite: ART 150 or 151)
Biology (Prerequisite: BIOL 130, 131 preferred, or 100, 101)
Classics
Communicative Disorders
Comparative Literature (Prerequisite: ENGL 230 or 231)
Drama (Prerequisite: TA 101, 100, or 110)
English (Prerequisite: ENGL 220 or 270)
Foreign Language (Check the SDSU catalog for prerequisites)
Geography (Prerequisite: GEOG 120)
History
Linguistics
Mathematics
Mexican American Studies
Music (Prerequisites: MUSIC 103 and 105)
Natural Science (Prerequisites: See catalog)
Performing Arts
Political Science
Psychology (Prerequisites: PSYC 101 and 211)
Religious Studies (Prerequisite: PHIL 106)
Sociology (Prerequisite: SOC 101)
Spanish (Prerequisite: SPAN 230 or equivalent proficiency)
Women's Studies

INFORMATION ON PORTFOLIO ASSESSMENT

All SDSU Liberal Studies-Emphasis in Education majors (1991-92 or later catalog) are required to prepare an Assessment Portfolio which demonstrates their mastery of the subject matter in order for a "waiver" to be recorded on their diploma. The "waiver" means that a student will not have to pass the NTE-Multiple Subjects Assessment for Teachers (NTE-MSAT) prior to applying to a multiple subjects credential program in California.

Most of the entries for the Assessment Portfolio will be samples from upper division classes which you take at SDSU. However, since a portfolio should show growth in ability, some samples should be saved from your lower division courses.

The following samples are required:

1) Save your practicum or unit of lesson plans from PET 200 including the comments and evaluation, signed and dated by the professor and by the supervising teacher (if carried out at an elementary school). This assignment should demonstrate your ability to plan, present and critique a P.E. activity appropriate for a grade school setting. If you have already taken PET 200 and do not have this sample, contact the SDSU Advising Center.
2) Save two major essays from English 115: College Composition. Include date, instructor's signature (if possible), and grade. These samples will be compared to a later sample of your more mature writing style. If you have already taken English 115 and do not have these samples, choose samples from a later course.

The following samples are recommended, but not required:

3) (Optional) Save the rough draft and final copy of a paper from English 116.
4) (Optional) Save one or two problems and one or two tests from Math 110 and 111. Problems and tests which you initially found difficult, but ultimately mastered are best. Make notes about how you reacted to the challenge.
5) (Optional) Save notes, assignments, and lab write-ups which could be used to demonstrate your understanding of science.
6) (Optional) Save any history essay papers or tests which you write.
7) (Optional) Save projects from art, drama, and music classes which would enhance your skill in the classroom.
8) (Optional) Make notes about books you have enjoyed reading and save information about your experiences working with children or leading groups.

If you do not have the above recommended samples or notes, don't panic. Samples for each of these entries can be chosen from upper division courses taken at SDSU.

For more information, obtain the Preliminary Guidelines-Liberal Studies Assessment Portfolio available from the SDSU Bookstore in the textbook section under Anderson (small yellow pamphlet, not the large blue notebook). Or visit the SDSU Advising Center. Copies of the Preliminary Guidelines, Complete Guidelines and a Sample Portfolio are available at the Advising Center library. Walk-in advising is available from 9:00 AM-4:00 PM Monday through Friday (and until 6 PM Mondays during Fall and Spring semesters). From mid September to the end of October and mid February through early April, liberal studies students may call to schedule appointments (619) 594-6668.

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